



## Sample Accreditation Template

### Assurance Standards:

#### A. Integrated Strategic-Action Plan Process: Stakeholder Engagement and CNA - (District)

#### ISAP Question:

1. Provide a list of the identified areas of need and the improvement priorities generated from your district's comprehensive needs assessment.

*(Written Response)*

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2. Detail the gaps between your current outcomes and your desired state. For each identified gap, detail the root causes.

*(Written Response)*

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3. Demonstrate evidence of meaningful stakeholder engagement to complete your comprehensive needs assessment, such as meeting dates, agendas, sign-ins, and other ways to show that stakeholders were equal partners.

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## B. Integrated Strategic Action Plan: Goals - (District)

### ISAP Questions:

1. List 2 to 3 evidence-based educational goals that will positively impact student learning based on your district's needs assessment, which includes analysis of student learning data. Be sure each goal uses the SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) format.

*(Written Response)*

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2. Identify what strategies/action steps will be used to support the achievement of the educational goals at your district.

*(Written Response)*

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3. Explain what instruments or methods will be used to monitor the progress of the goals and determine if the educational goals are met.

*(Written Response)*

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4. Provide the timeline established to meet your educational goals. Identify who is responsible to ensure the strategies/action steps are implemented, measured and determined if completed, revised, or abandoned.

*(Written Response)*

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5. Describe specific strategies that align to your three educational goals that will increase success for the following student populations: Gifted and Talented Students, Special Education Students, English Learner Students, At-Risk Students.

*(Written Response)*

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6. Describe how the district will meet state and federal grant requirements.

Select the ISAP Goal and correspond with the program tag for federal funding/grants that were used to support the implementation of the plan.



### C. Integrated Strategic Action Plan-Graduate Profile - (District)

#### ISAP Question:

1. Provide evidence of action steps that the district has taken to begin developing a Graduate Profile.

### D. District Assurances - (District)

#### **Curriculum and Assessment**

(Reference: ARM 10.55.603) Does the school district have a proficiency-based learning model that includes curriculum aligned to all content standards and appropriate learning progressions?

Yes  No

#### **Board of Trustees Policies**

(Reference: ARM 10.55.701(2)(b)) Does the Board of Trustees sequential curriculum for each program area that aligns to the content standards, specific grade level learning progressions, and program area standards?

Yes  No

(Reference: ARM 10.55.701(2)(c)) Does the Board of Trustees have written policies establishing student assessment procedures that ensure evaluation of the district's curriculum and student learning, specifying how and when data are to be collected, analyzed, and reported?

Yes  No

(Reference: ARM 10.55.701(2)(d)) Does the Board of Trustees have written policies that delineate the responsibilities of the local board of trustees, superintendent, and personnel employed by the school district?

Yes  No

(Reference: ARM 10.55.701(2)(e)) Does the Board of Trustees have a written policy addressing grievances for students, families, staff, and stakeholders?

Yes  No

(Reference: ARM 10.55.701(2)(f)) Does the Board of Trustees have other policies required by state or federal law?

Yes  No



**Teacher Involvement**

(Reference: ARM 10.55.706(2)) Does the district allow for teachers to be involved in curriculum development, student assessments and the promotion of a school climate that enhances student learning, achievement, and well-being?

Yes  No

**Professional Development Committee and Plan Policy**

(Reference: ARM 10.55.714(3) )Did the Board of Trustees establish an advisory committee, evaluate the school district's school year professional development plan, and adopt a professional development plan for the school year based on the recommendation of the advisory committee?

Yes  No

**Substitute Teachers**

(Reference: ARM 10.55.716) Does the district comply with the rules and regulations for hiring and employing substitute teachers?

Yes  No

**Assignment of Persons Providing Instruction to Braille Students**

(Reference: ARM 10.55.717) Does the district certify that it would follow ARM 10.55.717 if it had to assign a person to provide instruction for braille students?

Yes  No

**Assignment of Persons Providing Sign Language Interpreting for Students who are Deaf or Hard of Hearing**

(Reference: ARM 10.55.717) Does the district certify that it would follow ARM 10.55.718 if it had to assign a person to provide sign language interpreting for students who are deaf or hard of hearing?

Yes  No

**Student Protection Procedures**

(Reference: ARM 10.55.719) Does the Board of Trustees have written policies designed to deter persistent threatening, insulting, or demeaning gestures or physical conduct, including an intentional written, verbal, or electronic communication or threat directed against a student or students regardless of the underlying reason?

Yes  No

**Suicide Prevention and Response**

(Reference: ARM 10.55.720) Has the Board of Trustees adopted a policy, procedures, or plan related to suicide prevention and response?

Yes  No



**Hazard Emergency Plan**

(Reference: ARM 10.55.721) Has the Board of Trustees adopted a policy addressing a school safety plan or emergency operations plan?

Yes  No

**Mentorship and Induction**

(Reference: ARM 10.55.723) Has the Board of Trustees adopted a mentorship and induction program?

Yes  No

**Evaluation**

(Reference: ARM 10.55.724) Has the Board of Trustees ensured the completion of periodic written evaluations of all regularly employed instructional personnel who are under written contract?

Yes  No

**School Climate**

(Reference: ARM 10.55.801) Does the Board of Trustees have written policies, procedures, and rules that respect the rights of all learners, promote an awareness of and concern for the well-being of others, and address bullying, intimidation, and harassment of students and school personnel?

Yes  No

**Opportunity and Educational Equity**

(Reference: ARM 10.55.802) Does the district guarantee equality of educational opportunity and to respect the dignity of every person in accordance with Article II, Section IV of the Montana Constitution and federal law, without prejudice of any kind?

Yes  No

**Learner Access**

(Reference: ARM 10.55.803) Does the local board of trustees have processes to ensure each learner has access to the following: high quality instruction; standards that align curriculum and instructional materials; technology hardware and software appropriate to support individual learning; time for learning that includes opportunities for multiple modalities, collaboration, and student discussion; supportive learning environment; and other resources?

Yes  No



### ***Gifted and Talented***

(Reference: ARM 10.55.804 (3)) Does the district provide structured support and assistance to teachers in identifying and meeting the diverse student needs of gifted and talented students, and provide a framework for considering a full range of alternatives for addressing student needs?

Yes  No

### ***Special Education***

(Reference: ARM 10.55.805) Does the district provide educational programs and services to students eligible to receive special education services as identified under IDEA, comply with all federal and state laws and regulations addressing special education, and provide structured support and assistance to regular education teachers in identifying and meeting the diverse needs of students receiving special education services?

Yes  No

### ***English Learners***

(Reference: ARM 10.55.806) Does the district provide educational services to help English learners become proficient in English and meet state standards by creating high level language instruction programs, professional development, and family outreach, comply with all federal and state laws and regulations addressing English learners, and identify students who are eligible for language assistance, provide a sound program of instruction, assess their English proficiency annually, and notify parents of their initial placement in, progress within, and exit from the language program?

Yes  No

### ***Graduation Requirements/High School Credit - Districts with High Schools Only***

(Reference: ARM 10.55.905 & 10.55.906) Does the district have requirements for graduation shall include a total of 20 units of study, defined in [10.55.906](#), that enable all students to meet the content standards and content-specific grade-level or grade-band learning progressions. Students may demonstrate achievement through a flexible system of pupil-centered learning that includes the specific 13 units outlined in [10.55.905](#)?

Yes  No  N/A

### ***School Facilities***

(Reference: ARM 10.55.908) Does the local board of trustees provide for educational facilities which are functional and safe for the conduct of the educational and extracurricular activities of students, and which will meet state and federal accessibility standards?

Yes  No



***Student Discipline Records***

(Reference: ARM 10.55.910) Does the district ensure that each school maintains a record of any disciplinary action that is educationally related, with explanation, taken against a student?

Yes     No

***Official High School Transcript - Districts with High Schools Only***

(Reference: ARM 10.55.911) Does the district maintain the official academic records for each student?

Yes     No     N/A

***Program Standards***

(Reference: ARM 10.55.1001) Does the local board of trustees ensure the district's curricula align with the state content standards and content-specific grade-level or grade-band learning progressions?

Yes     No

***Program Foundation Standards***

(Reference: ARM 10.55.1003) Does the local board of trustees meet the following conditions: ensure integration of the history, contemporary portrayals, and contributions of American Indians, with an emphasis on Montana Indians, for all students, across all content areas; ensure an educational climate that promotes academic freedom and respect for diversity with prejudice toward none; maintain high expectations for student performance, behavior, and lifelong learning; and encourage collaboration among school personnel to plan, assess, and support instruction?

Yes     No

**E. Assignment and Licensure of Staff - (School)**

**Pulled from Infinite Campus**

**F. Teacher Load and Class Size - (School)**

**Pulled from Infinite Campus**

**G. Professional Development Schedule - (District)**

**Pulled from Infinite Campus**



## H. Family and Community Engagement - (District)

### ISAP Questions:

1. Provide evidence of family and community engagement opportunities that supports families' understanding of how to support their child's academic progress.

No file chosen

2. Identify the ways in which families and school staff collaborate with members of the community to connect students, families, and staff to expand learning opportunities, community services, and civic participation.

*(Written Response)*

No file chosen

3. Provide measurable evidence that families and school staff collaborate with members of the community to connect students, families, and staff to post-secondary education opportunities. These post-secondary opportunities include workforce development, apprenticeship opportunities, career pathways, and degree programs, and encourage students to explore college and career planning tools (including Free Application for Federal Student Aid completion) and incentives provided by post-secondary institutions.

No file chosen

## I. Basic Education Program Offerings - (School - High School & Middle School Only)

**Pulled from Infinite Campus**



#### J. Indian Education for All - (District)

##### ISAP Questions:

1. Provide evidence of how your district's education program recognizes the distinct and unique cultural heritages of American Indians.

#### K. Indian Education for All - (School)

Does each school assure and identify how allocated IEFA funding is used to support implementation of IEFA within the basic academic program?

\_\_\_ Yes                      \_\_\_ No



**Student Performance Standards:**

**A. Student Learning Outcomes - (School)**

**How is the school ensuring all students are learning in Math? (*Middle School and Elementary School*)**

*(Written Response)*

Choose File

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**B. Student Learning Outcomes - (School)**

**How is the school ensuring all students are learning in ELA? (*Middle School and Elementary School*)**

*(Written Response)*

Choose File

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**C. College and Career Readiness - (School)**

**How is the school ensuring that students graduate college and career ready? (*High School*)**

*(Written Response)*

Choose File

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